DOCUMENT RESUME

ED 227 825 IR 010 618

AUTHOR Kimbrough, Kenneth L.
TITLE User Guide to the 1981 LC (Language Census) Database. Version 1.2.
INSTITUTION California State Dept. of Education, Sacramento. Office of Bilingual Bicultural Education.
PUB DATE Oct 82
NOTE 62p.
PUB TYPE Guides - General (050) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Bilingual Education; Census Figures; *Computer Oriented Programs; *Computer Programs; *Databases; Elementary Secondary Education; Information Networks; *Language Dominance; *Online Systems; Public Schools; State Programs; Statistical Data
IDENTIFIERS *California State Department of Education; *School Census

ABSTRACT

This guide is designed to introduce potential users of the California Language Census data to a means of accessing that data using an online, interactive computer system known as "1981 LC." The language census is an actual count of the numbers of pupils with a primary language other than English in California public schools as of March 1 of each year. The primary objective of the database is to improve the ability of the California State Department of Education (CSDE) to respond to management and research needs for information about pupils and staff in bilingual education programs. Five sections present (1) an overview of the process of conducting the Annual Language Census--language determination, proficiency assessment and counting/reporting; (2) an introduction to the database and an illustration of its use through a hypothetical, typical online session; (3) a description of the various methods for searching the database and for displaying the search results; (4) a description of potential database uses, including examples of searches which might be used in conducting the everyday business of the CSDE; and (5) the details of the database elements and structure, which are the same as those seen throughout the 1981 LC online EXPLAIN facility. Users of this database should have at least a novice-level experience with the WYLBUR text-editor and the SPIRES information retrieval language, as implemented at the Stanford Center for Information Technology. (LMM)

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ED227825

USER GUIDE TO THE 1981 LC (LANGUAGE CENSUS) DATABASE

VERSION 1.2
OCTOBER, 1982

AUTHOR

KENNETH L. KIMBROUGH

IR010618

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PREFACE

The purpose of this User Guide is to introduce potential users of California Language .Census data to a unique means of accessing that data using an online, interactive computer system known as "1981 LC". This User Guide is divided into five sections. The first section presents an overview of the process of conducting the Annual Language Census of California Public Schools. The second section introduces the "1981 LC" database and illustrates its use through a "typical online session". The third section introduces users to various methods for searching "1981 LC" and for displaying the search results. The fourth section introduces the reader to potential uses for "1981 LC" by providing samples of searches as they might arise during the everyday business of the California State Department of Education. The fifth section details the elements and structure of "1981 LC". The descriptions of elements contained in this section are the same as those seen through the 1981 LC online EXPLAIN facility.

Levels of Knowledge Required

Users of the database should have at least a novice-level experience with the WYLBUR text-editor and the SPIRES information retrieval language as implemented at the Stanford Center for Information Technology (CIT). Efficient retrieval of information from 1981 LC frequently involves the use of SPIRES Partial FOR and Global FOR record processing systems. It is therefor recommended that users of "1981 LC" also become familiar with those systems. Documents describing WYLBUR, SPIRES, Partial FOR, and Global FOR can be obtained through CIT Document Sales at Stanford University, and are listed in the References at the end of this USER GUIDE. Recommended readings for beginners includes EZWYLBUR and THE SPIRES PRIMER.

INTRODUCTION

DATA/BICAL: A BILINGUAL EDUCATION INFORMATION SYSTEM

The California State Department of Education (CSDE) has state and federal mandates to improve educational opportunities for children with limited English proficiency. To meet these mandates the Department of Education and its Office of Bilingual Bicultural Education (OBBE) require timely, accurate, and comprehensive information on pupils with a primary language other than English in California public schools. To satisfy that need OBBE is developing a computer-based information system called DATA/BICAL (DATA and information system for BIlingual education in CALifornia). Funded in part through a federal ESEA Title VII grant, that system will:

1) provide current demographic, fiscal and programmatic information to guide program monitoring and state policy development,

2) disseminate that information within CSDE, to other state agencies, and throughout the bilingual education community, and

3) be sustained and annually updated by CSDE at the completion of the federally supported developmental phase.

To meet the above the above objectives three sub-systems have been developed. They are:

1. A data management subsystem

2. An information dissemination subsystem

3. An administrative and technical support subsystem

Each subsystem has both manual and automated components. Presently the automated components of the bilingual data subsystem comprise a series of standard computer reports plus several online databases. This document describes one component of the bilingual data subsystem, the 1981 LC database.

Senior consultants Jan Bleil and James Corcoran assisted in the development of the interactive databases using the SPIRES database management system at Stanford University's Center for Information Technology (CIT). Tara Ballard, at CSDE's Management Information Center (MIC) provided programming support for the development of the standard print reports. Norman Gold of OBBE is the project lead and Ken Kimbrough is the project manager for the DATA/BICAL project.

NOV. 2, 1982

THE 1981 LC DATABASE

BACKGROUND ON LANGUAGE CENSUS DATA

An annual language census of all pupils in California public schools was mandated by the Bilingual Education Act, AB 1329 (1976), and is conducted according to requirements in Education Code Section 52164.

Data for this census is reported to the department each spring on the Form R-30LC, Language Census Report-School Data (see page 9 for a sample). The Form R-30LC collects data on pupils who have a primary language other than English, and categorizes them as non-English speaking (NES), limited-English speaking (LES), or fluent-English speaking (FES) by primary language and grade. Data on the reclassification of pupils to FES status, program placement of NES and LES pupils, and staffing for bilingual education are also reported. [NOTE: AB 507(1980) changes terminology from LES/NES to LEP (Limited English Proficient) beginning with the 1981-82 school year. However, the Spring 1981 language census uses the designations LES and NES since data were collected on that basis].

The 1981 LC database combines LES and NES counts into a category called LES/NES. It is therefor impossible to retrieve data on LES or NES separately from 1981 LC. However, separate LES and NES counts may be obtained from DATA/BICAL standard reports and the original forms.

BACKGROUND ON THE DATABASE

In January 1980 OBBE began a pilot project to develop a database system which would provide online interactive access to the data gathered on the Form R-30LC. The R-30LC form itself will be referred to as "the form" and the 1981 version of the SPIRES database will be referred to by its name, "1981 LC."

The primary objective of the language census database is to improve OBBE's ability to respond to management and research needs for information about pupils and staff in bilingual education programs. The 1981 LC makes available to users a wide range of state-wide data heretofore limited in accessability. It provides for greatly expanded utilization of data for which schools, district, counties and CSDE already make a large investment in reporting and compilation.

A pilot version of the 1980 LC database was released for user testing on August 15, 1981. The 1981 LC SPIRES database was released on May 15, 1982.

The 1981 LC contains all data collected in 1981 from 7,405 schools; excluded from the requirement to report language census information were preschools, children's centers, juvenile halls, and regional occupational centers. One thousand and ninety five (1095) public schools submitted the form R-30LC but reported no LES/NES/FES pupils in 1981.

NOV. 2, 1982

A Note to Users:
The DATA/BICAL information system and its 1981 R-30LC database have been designed to help you easily access information key to monitoring and improving bilingual education. Please explore the facility and let us know what you think of the current system design. This User Guide is intended to serve as a "community document" -- any ideas that you might like to contribute to it regarding useful searches or interesting applications will be most welcome. User contributions will be shared with users of the 1981 LC and may be incorporated into subsequent databases. You may address your comments and/or suggestions to:

DATA/BICAL
OFFICE OF BILINGUAL BICULTURAL EDUCATION
721 CAPITOL MALL
SACRAMENTO, CA 95814

or call:

(916) 445-2872

or send online mail to:

X6.B22

PART A

THE ANNUAL LANGUAGE CENSUS OF CALIFORNIA PUBLIC SCHOOLS

Overview

This section provides a general overview of the administrative procedures and forms required to conduct the annual language census of California public schools.

The Process

The language census is an actual count of the numbers of pupils with a primary language other than English in California public schools as of March 1 of each year. Procedures for conducting the census can be divided into three phases; (1) language determination, (2) proficiency assessment, and (3) counting/reporting. The remainder of this section will describe the general features of each of those phases.

Language Determination -- The Home Language Survey

The parents or guardians of each new or transfer pupil enrolling in California public schools, must fill out the Home Languae Survey.

The purpose of Home Language Survey is a to determine if a pupil has a primary language other than English. Four questions are asked on the Survey:

1. Which language did your son or daughter learn when he or she first began to talk?

2. What language does your son or daughter most frequently use at home?

3. What language do you use most frequently to speak to your son or daughter?

4. Name the language most often spoken by the adults at home.

If the answer to any one of the four questions is a language other than English then the school must determine the pupil's English language proficiency within thirty (30) days.

Proficiency Assessment -- Tests of English Proficiency

The assessment must be conducted using an instrument desginated by the California State Department of Education, the U.S. Office for Civil Rights, or an instrument approved on a waiver. Based on the English language proficiency assessment pupils can be classified as non-English speaking (NES), limited-English speaking (LES), or fluent-English speaking (FES). Pupils classified as NES or LES must then be placed in appropriate bilingual programs.

Counting/Reporting -- The 1981 Form R-30LC

Data about LES/NES and FES pupils, bilingual programs and staff serving them are reported to the California State Department of Education on the Form R-30 LC. The Form is filled out by each California public school with data current as of March 1 of each year. However, certain agencies are exempted from reporting language census data; they are pre-schools, children's centers, juvenile halls, and regional occupational centers.

In addition to a cover or front page, the Form is divided into five parts. A facsimile of the Form can be found at the end of this section.

The Front Page

Data which identifies the reporting school, the individuals completing the form, and the official certifying its accuracy are collected of the Front Page. In addition a box may be checked which indicates if a school has no data to report (i.e., no pupils with a primary language other than English). Items contained in "1981 LC" from the Front Page are the school name, county-district-school code (CDS) and the no-data check off box.

Part I: CENSUS OF PUPILS

This section contains the counts of all pupils classified as NES, LES, and FES by language, English proficiency, and grade. Part I also contains counts of pupils in ungraded classrooms and the total number of NES, LES, and FES pupils for each language reported. A total of 13 possible languages can be reported for a given school.

Part II: PROGRAMS

Where there are ten or more LES/NES pupils of the same language in a grade, in schools K-6, a classroom program of bilingual instruction (designated "a", "b", or "c") is required. Where there are nine or fewer LES/NES pupils of the same language in a grade, and in all grades 7-12, a bilingual individual learning plan (designated BILP, or "f" program) is required. Counts of LES/NES pupils in bilingual classrooms and BILP programs, and the counts of LES/NES pupils in neither program are recorded in Part II.

Part III: RECLASSIFICATION

Each school is required to submit to Department of Education the total number of pupils reclassified from NES or LES to FES at that school since the previous census.

Part IV: INSTRUMENTS

The determination of a pupil's English language proficiency can be made by using one of several assessment procedures or instruments designated by Department of Education. The procedure or instrument used by a school is indicated in Part IV.

Part V: STAFF

Counts of teachers and aides providing bilingual services are reported by language in Part V.

RECLASS-TOTAL,
RECLASS, REC

INSTRUMENT.STR,
PART-IV
PART-4

III. STUDENTS RECLASSIFIED

Number of LES/NFES students reclassified as fluent English speaking (FES) since the last census (March 1, 1980). Include those no longer at the school.

IV. ENGLISH PROFICIENCY ASSESSMENT

Check the name(s) of the instrument, test, or procedure used in 1980-81 to conduct the language assessment. Select one or more designations below:

INSTRUMENT,
INST, IN

(01) ___ *Bilingual Syntax Measure I* (BSM I)
(02) ___ *Language Assessment Scales I* (LAS I)
(03) ___ Instrument or procedure approved by the State Department of Education (specify)_____
(04) ___ Office for Civil Rights (OCR/ED)—approved procedure (specify)_____
(05) ___ Other instrument or procedure (specify)_____

INSTRUMENT-OCR,
INOCR

INSTRUMENT-OTHER,
INO

INSTRUMENT-APP,
INAP

V. BILINGUAL TEACHERS AND AIDES (unduplicated count)

Language		Bilingual-crosscultural teachers		Teachers with waivers approved or pending		Bilingual-crosscultural aides	
		Bilingual classrooms (1)	BILPs (2)	Bilingual classrooms (3)	BILPs (4)	With Column (3) teachers (5)	Other (6)
Spanish	01						
Vietnamese	02						
Cantonese	03						
Korean	04						
Pilipino/Tagalog	05						
Portuguese	06						
Mandarin	07						
Japanese	08						
Cambodian (Khmer)	09						
Lao	10						
Other language (specify) Code	11						
Other language (specify) Code	12						
Other language (specify) Code	13						
All other non-English languages	14						

STAFF-TYPE,
ST, STFT

STAFF-LANGUAGE,
SL, STFL

STAFF-SEC.STR,
PART-V
PART-5

STAFF-COUNT.STR
STAFF-COUNT,
STFC, SC

F 79-253(A) 03-0213 300 10-80 32,100

DISTRICT-CODE, DC, D

Return one copy by April 30, 1981, to:

California State Department of Education
Education Data Management Systems
721 Capitol Mall
Sacramento, CA 95814
Form R-30LC (Rev. 10-80)

R-30LC

SCHOOL-CODE, SC, S

COUNTY-CODE,
CC, C

Language Census Report—School Data
Spring, 1981

County | District | School code

(Refer to *California Public School Directory* for code numbers.)

(County, district, and school codes and names should be completed if label is not affixed.)

County name | District name

School name

Name of person completing this form (type or print) | Title | Phone ( )

CERTIFICATION *

I hereby certify that the data reported on this form are accurate.

Signature | Title

Type or print name of person signing

*A single cover memorandum certifying the accuracy of the data for all schools is sufficient if school data are reported by the district office.

NOTE: If this school has no students with a primary language other than English, as identified on the Home Language Survey, complete the school identification information above, check the box to the right, and return the report with no further entries . . . . . ☐

SCHOOL-NAME,
SCHOOL, S

COUNTY-NAME,
COUNTY, CO

DISTRICT-NAME,
DISTRICT, DIST

LNF, LESNESFES

Language Census Report—School Data
Spring, 1981

Before completing this form, read "Instructions for Language Census Report—School Data, Spring, 1981."

Complete all appropriate columns, including those shaded.

I. ENROLLMENT OF NES, LES, AND FES* STUDENTS (unduplicated count)

Primary language			Grade level: Kindergarten (0)	First (1)	Second (2)	Third (3)	Fourth (4)	Fifth (5)	Sixth (6)	Seventh (7)	Eighth (8)	Ninth (9)	Tenth (10)	Eleventh (11)	Twelfth (12)	Ungraded (13)	Total (14)	
Spanish	NES	01																01
	LES	02																02
	FES	03																03
Vietnamese	NES	04																04
	LES	05																05
	FES	06																06
Cantonese	NES	07																07
	LES	08																08
	FES	09																09
Korean	NES	10																10
	LES	11																11
	FES	12																12
Pilipino/Tagalog	NES	13																13
	LES	14																14
	FES	15																15
Portuguese	NES	16																16
	LES	17																17
	FES	18																18
Mandarin	NES	19																19
	LES	20																20
	FES	21																21
Japanese	NES	22																22
	LES	23																23
	FES	24																24
Cambodian (Khmer)	NES	25																25
	LES	26																26
	FES	27																27
Lao	NES	28																28
	LES	29																29
	FES	30																30
Other language (specify) ☐☐ Code	NES	31																31
	LES	32																32
	FES	33																33
Other language (specify) ☐☐ Code	NES	34																34
	LES	35																35
	FES	36																36
Other language (specify) ☐☐ Code	NES	37																37
	LES	38																38
	FES	39																39
All other non-English languages	NES	40																40
	LES	41																41
	FES	42																42

*FES does not include English-only students. See definitions on page 3 of the instructions.

CENSUS-SEC.STR
PART-I,
PART-1

LANGUAGE,
LANG, L

LN-LANG-TOTAL,
LNTOT, LN-TOTAL

PROFICIENCY,
PROF, PRO

FES-LANG-TOTAL,
FESTOT

LP-KEY,
LP-KEY.STR, LP

LN.STR,
LN.STRUC

K6-SUM, K6

712-SUM, 712

FES.STR,
FES.STRUC

LN-GRADE,
GRADE, GR

LESNES-TEN,
LNTEN

FES-GRADE,
GRADE, GR

LN-COUNT,
LNCT, LN

LN-SCHOOL-TOTAL,
LNST

FES-SCHOOL-TOT, FST

PROG-COUNT.STR

PROGRAM-TYPE,
PT

PROGRAM-COUNT,
PCT

LANGUAGE-STATUS,
LST

Language Codes

Only the languages appearing on this list are to be used for "Other language (specify)" in Part I and Part V.

Language	Code	Language	Code	Language	Code
Arabic	11	Guamanian	20	Samoan	30
Armenian	12	Hebrew	21	Serbian	31
Burmese	13	Hindi	22	Thai	32
Croatian	14	Hmong	23	Turkish	33
Dutch	15	Hungarian	24	Tongan	34
Farsi (Persian)	16	Ilocano	25	Urdu	35
French	17	Indonesian	26	Visayan	36
German	18	Italian	27	Native American languages	88
Greek	19	Punjabi	28		
		Russian	29		

II. ENROLLMENT OF STUDENTS IN INSTRUCTIONAL PROGRAMS (unduplicated count)

Language status		Number of students: Enrolled in bilingual classroom programs ("a," "b," or "c") (1)	With BILPs ("f" programs) (2)	Not enrolled in "a," "b," "c," or "f" programs (3)	
NES	01				01
LES	02				02
FES	03				03
English-only	04				04

PROGRAM-SEC.STR,
PART-II,
PART-2

P A R T I

"1981 LC" -- A LANGUAGE CENSUS DATABASE

"1981 LC" -- A SPIRES Database

The purpose of this section is twofold; (1) to introduce you to the structure of "1981 LC" and (2) to familiarize you with the use of the database by providing an example of a typical online session. At least a novice level knowledge of WYLBUR and SPIRES is assumed of the readers of this section.

General Information

"1981 LC" is a database containing the results of the Spring 1981 Language Census of California Public Schools. Language census data from 7,405 public schools can be accessed interactively through the SPIRES database management system at Stanford University's Center for Information Technology (CIT). "1981 LC" is fully documented with information available online describing not only its indexes and elements but other related terms as well. To use the database you will need an account at CIT and a terminal with a direct data link or telephone line to the IBM 3081A computer.

"1981 LC" is a School-level Database

It is important to remember that "1981 LC" is made up of school records (not district or county aggregates) so the result of any search will always be a school or list of schools. Put another way "1981 LC" is a "school level" database. Aggregations to district, county, or state levels may be achieved in "1981 LC" by using the mathematical functions available in the SPIRES DEFINE TABLE facility, through SPSS sub-programs, or the ABACUS system.

A Typical Online Session

A typical online session might look like the following:

```
<make telephone connection (415/328-4000) to Stanford computer>

Stanford University Network (SUN): Welcome to the 3081A [Port11A-Yh4.06]
KEYWORD? xxx
COMMAND > call spires
-> WELCOME TO SPIRES-3...IF IN TROUBLE, TRY 'HELP'
-> select 1981 lc

*================================================================
* You have selected 1981 LC, a DATA/BICAL database.  Documentation
* for 1981 LC is available online by typing EXPLAIN and specifying
* any term. You may elect to use 1981 LC with only SPIRES system
* EXPLAINs available.
* Do you wish to have 1981 LC EXPLAINs available?
*================================================================
Yes or No (Y/N):y
```

```
*=================================================================
* For 1981 LC EXPLAINs to work you must have SET REGION MAX
* before having CALLed SPIRES.
* If REGION MAX is not SET or if you do not know then type NO
* in response to the next prompt.
* Is REGION MAX SET?
*=================================================================
Yes or No? (Y/N):y
Please indicate desired parts of the LC-Form. (1,1A,2,3,4,5)
   :Which parts (<RETURN>=all, <ATTN>=no format, or 'HELP'): [return
                                                          was typed]
-> sho subfile size
-The Subfile has   7405 Records.
-> sho indexes
Goal Records:  SCHOOL
Simple Index:  C, CO, COUNTY
Simple Index:  DI  DIST, DISTRICT
Simple Index:  S, SCHOOL, SCHOOL-NAME
Simple Index:  EN, ENROLL, ENROLLMENT
Simple Index:  LN-SCHOOL-TOTAL, LNST
Simple Index:  FES-SCHOOL-TOT, FST
Simple Index:  LESNES-TEN, LNTEN
Simple Index:  K6, K6-SUM
   Qualifier:  L, LANG, LANGUAGE
   Qualifier:  PRO, PROF, PROFICIENCY
Simple Index:  712, 712-SUM
   Qualifier:  L, LANG, LANGUAGE
   Qualifier:  PRO, PROF, PROFICIENCY
Simple Index:  LN-LANG-TOTAL, LNTOT
   Qualifier:  L, LANG, LANGUAGE
Simple Index:  FES-LANG-TOTAL, FESTOT, FTOT
   Qualifier:  L, LANG, LANGUAGE
Simple Index:  LN, LN-COUNT, LNCT
   Qualifier:  GR, GRADE
   Qualifier:  L, LANG, LANGUAGE
Simple Index:  FCT, FES, FES-COUNT
   Qualifier:  GR, GRADE
   Qualifier:  L, LANG, LANGUAGE
Simple Index:  PCT, PROGRAM-COUNT
   Qualifier:  PROGRAM-TYPE, PT
   Qualifier:  LANGUAGE-STATUS, LST
Simple Index:  REC, RECLASS, RECLASS-TOTAL
Simple Index:  IN, INST, INSTRUMENT
Simple Index:  INAP, INSTRUMENT-APP
Simple Index:  INOCR, INSTRUMENT-OCR
Simple Index:  INO, INSTRUMENT-OTHER
Simple Index:  SC, STAFF-COUNT, STFC
   Qualifier:  ST, STAFF-TYPE, STFT
   Qualifier:  SL, STAFF-LANGUAGE, STFL
```

```
-> explain reclass
*-Terms with the same stem:
1. RECLASS-TOTAL
2. RECLASSIFICATION SECTION
3. RECLASSIFIED, NUMBER OF PUPILS
:WHICH NUMBER? 1
*You are about to access the 1981 LC DOC online documentation...

:Press <RETURN> for next section, <ATTN> to Stop


.RECLASS-TOTAL  Number of Pupils Reclassified in 1981

RECLASS-TOTAL (alias REC) represents the number of LES/NES
pupils reclassified as as fluent English speaking (FES) since
the last census (March 1,1980) whether or not the pupil is still
enrolled at that school.

Search Suggestions:

RECLASS-TOTAL is a simple index and can be used to identify
schools that have reclassified pupils to FES since the previous
language census. For example:

                FIND REC > 29

will indicate how many schools reported more than thirty (30)
LES/NES pupils as reclassified to Fluent-English Speaking.


*RETurn to SPIRES.


-> find reclass > 200
-RESULT: 1 SCHOOL (S)
-> type
**********************************************************

NOTE:  RETURN was given in response to the "Which
       parts?" prompt above.  Therefor all sections
       of the form for each school in the resuit will
       be displayed with the TYPE command.

**********************************************************
```

* * 1981 R-30LC * *

C 19 LOS ANGELES COUNTY
D 64733 LOS ANGELES UNIFIED
S 6017917 LOGAN STREET ELEMENTARY

Enrollment: 1220

LES/NES Total: 569 FES Total: 548

PART I: 1981 LANGUAGE CENSUS
Enrollment of LES/NES and FES Students

Language	GRADES K	1	2	3	4	5	6	7	8	9	10	11	12	Un.	TOT
Spanish :															
L/N:	131	78	55	38	39	26	28								395
FES:	35	50	81	78	77	71	62								454
Vietname:															
L/N:	11	8	3	5	7	7	1								42
FES:	3		4	2	2	1	2								14
Cantones:															
L/N:	11	10	10	3	9	6	6								55
FES:	6	2	8	13	4	7	10								50
Korean :															
FES:							1								1
Pilipino:															
L/N:	1		1												2
FES:	3		1	2	3	1									10
Mandarin:															
L/N:		1													1
FES:						1	2								3
Cambodia:															
L/N:	1	7	1	3	1	1									14
FES:	1		1	2	1	2									7
Burmese :															
L/N:					1	1									2
FES:						1									1
Indonesi:															
L/N:				1											1
FES:	1														1
Farsi (P:															
FES:		1	1												2
Unknown :															
L/N:	5	11	5	10	9	5	12								57
FES:			3		1		1								5

PART II: PROGRAMS Enrollment of Students

NUMBER OF STUDENTS:

Status	Bilingual classrooms (1)	Individual learning plans (2)	Other (3)
L/N	295	274	

PART III: STUDENTS RECLASSIFIED

Number of LES/NES students reclassified as fluent (FES) since the prior census (March 1,1980):

239

PART IV: INSTRUMENTS used for Oral English Language Assessment

BINL (OCR/ED APPR)

PART V: STAFF Providing Bilingual Services

LANGUAGE	BILINGUAL TCHRS. BILING. CLASSRMS (1)	BILPS (2)	WAIVERED TCHRS. BILING. CLASSRM (3)	BILPS (4)	BILINGUAL AIDES W/ COL 3 TCHRS (5)	OTHER (6)
Spanish	7		17		17	4
Vietnamese						3
Cantonese						5
Cambodian (K						2

-> logoff clear
ORVYL: .873 CPU SECONDS, 114 FILE I/O'S
WYLBUR: .17 CPU SECONDS, 9 DISK I/O's
ELAPSED TIME = 00:01:15 TERMINAL I/O'S = 155
TOTAL SESSION CHARGES: $0.40
END OF SESSION

PART C

FINDING AND DISPLAYING INFORMATION IN THE "1981 LC" DATABASE

Introduction

The purpose for this section is to introduce the user to some of the unique features of "1981 LC". This section will focus in particular on the use of "qualifiers" to simple indexes, the "1981 LC" EXPLAIN facility, and displaying search results using the custom (Form R-30'C) output format. As in other sections of the User Guide a knowledge of WYLBUR and SPIRES is assumed of the reader.

Using QUALIFIERS in "1981 LC"

A special feature of "1981 LC" is its extensive use of qualifiers. There are eight simple indexes with qualifiers and fourteen qualifiers in the database. The syntax for using qualifiers is as follows:

FIND <specify simple index> AND <specify qualifier>

To most effectively use the Qualifiers in "1981 LC" the following rules apply:

1. A QUALIFIER CANNOT BE USED AS A SIMPLE INDEX.

2. QUALIFIERS CAN BE USED IN CONJUNCTION WITH OTHER INDEXED ELEMENTS.

3. THE 'OR' OPERATOR CANNOT BE USED TO CONNECT QUALIFIERS.

Details on the application of each of these rules are provided below. For further information on the use of qualifiers while in "1981 LC" you must type QUIT to leave the private EXPLAIN environment , then EXPLAIN QUALIFIER.

1. A QUALIFIER CANNOT BE USED AS A SIMPLE INDEX. For example, in "1981 LC", LANGUAGE is a qualifier to several simple indexes. Therefore attempting a SPIRES search using LANGUAGE as a simple index will produce the following result:

```
> find language spanish
-ILLEGAL USE OF QUALIFIER
```

In other words qualifiers must always be preceeded by the index they qualify.

2. QUALIFIERS CAN BE USED IN CONJUNCTION WITH OTHER INDEXED ELEMENTS. However, in such cases the values associated with the qualified index must be enclosed in parenthesis. For example, in "1981 LC", LN-COUNT is an index with qualifiers. To use it in conjunction with the Simple Index DISTRICT one of the following formats should be used:

```
> find di 61143
> and (lnct > 50 and lang span and gr 3)

          or

> find (lnct > 50 and lang span and gr 3)
  and di 61143
```

Note that the search can be conducted using DI with either the FIND command or the rational operator AND as long as the qualified index values are enclosed in parenthesis.

3. THE 'OR' OPERATOR CANNOT BE USED TO CONNECT QUALIFIERS. For example the the following will occur when an attempt is made to connect Qualifiers LANGUAGE and GRADE with the OR operator:

```
> find lnct > 10 and lang span or viet
-ILLEGAL USE OF QUALIFIER
```

The "1981 LC" Private EXPLAIN Facility

"1981 LC" is a fully documented database. As such descriptions of any element or index in the database can be displayed at the terminal upon request. In addition some terms that are not elements in the database can also be EXPLAINed; e.g. Home Language Survey (alias HLS). The syntax for EXPLAINing something is a follows:

```
EXPLAIN <specify term>
```

To illustrate suppose you have given the SHOW INDEXES command, reviewed the display, and wish to known more about the element REC, RECLASS, RECLASS-TOTAL. To get a detailed description of the term you might type:

```
> explain reclass
```

```
> explain reclass
*-Terms with the same stem:
1. RECLASS-TOTAL
2. RECLASSIFICATION SECTION
3. RECLASSIFIED, NUMBER OF PUPILS
:WHICH NUMBER? 1
*You are about to access the "1981 LC" DOC online documentation...

:Press <RETURN> for next section, <ATTN> to Stop


.RECLASS-TOTAL  Number of Pupils Reclassified in 1981
```

RECLASS-TOTAL (alias REC) represents the number of LES/NES pupils reclassified as as fluent English speaking (FES) since the last census (March 1,1980) whether or not the pupil is still enrolled at that school.

Search Suggestions:

RECLASS-TOTAL is a simple index and can be used to identify schools that have reclassified pupils to FES since the previous language census. For example:

```
FIND REC > 29
```

will indicate how many schools reported more than thirty (30) LES/NES pupils as reclassified to Fluent-English Speaking.

*RETurn to SPIRES.

Using the Custom Output Format

A custom output format has been designed for "1981 LC" that mirrors the Form (Form R-30LC). When you logon to "1981 LC" you will recieve a message that asks you to specify which parts of the forms you wish to see. If you type 'help' in response to the message:

```
Please indicate desired parts of the LC-Form. (1,1A,2,3,4,5)
:Which parts (<RETURN>=all, <ATTN>=no format, or 'HELP'): help
```

you will recieve the following description of the available formats.

```
The following formats are available for "1981 LC".
All = All parts of the R-30LC
Part 1A = summary of School Enrollment
Part 1 = The Census Section
Part 2 = The Program Section
Part 3 = The Reclassification Section
Part 4 = The Instrument Section
Part 5 = The Staff Section
Please indicate desired parts of the LC-Form. (1,1A,2,3,4,5)
:Which parts (<RETURN>=all, <ATTN>=no format, or 'HELP'):
```

At this point you can specify that you wish to see any combination of Parts to the form. Note also that if you only specify one part of the form you will always get the Part 1A of the format in addition.

If at any time you wish to change the formats you wish to have displayed, type the following:

```
) set format lc
```

An example of the entire form can be found on page 9 of the User Guide.

A Note About the use of DEFINE TABLE

In some cases you will want to display output from "1981 LC" using the SPIRES DEFINE TABLE facility. Procedures for using this facility in the "1981 LC" environment are almost identical to normal SPIRES operation. However, if you have a DEFINE TABLE in effect and wish to change it you will encounter some messages unique to "1981 LC". If you type ENDTABLE or simply DEFINE TABLE <specify elements> you will see the "What part?" prompt that allows you to select a part of the form for viewing. Type RETURN and then DEFINE a new table.

If you type DEFINE TABLE without preceeding it with the ENDTABLE command you will get the following message and then be prompted again.

```
) define table school district
  Please indicate desired parts of the LC-Form. (1,1A,2,3,4,5)
  :Which parts (<RETURN>=all, <ATTN>=no format, or 'HELP'): help
  * Need Input (ELEMENTS, EXPRESSIONS, FUNCTIONS, ETC.)

  Please indicate desired parts of the LC-Form. (1,1A,2,3,4,5)
  :Which parts (<RETURN>=all, <ATTN>=no format, or 'HELP'):
```

At this point you can again type DEFINE TABLE.

PART D

SOME POSSIBLE USES FOR THE 1981 LC

Introduction

This section is designed to illustrate the practical application of "1981 LC" in the administration of bilingual education. We have documented a few historical instances of problems that occured at OBBE and were solved using "1981 LC". It is our hope that these examples will help you identify areas in your own work where "1981 LC" can be useful.

ANSWER IN-HOUSE RESEARCH QUESTIONS:

The Problem:

A member of the OBBE professional staff recently wanted to know which schools in Kings county reported any enrollment of LES/NES pupils.

The Answer:

To answer his question "1981 LC" was used in the following way:

```
> find county kings
:RESULT: 44 SCHOOL(S)
> for result where lnst > 1
> stack all
-STACK: 30 SCHOOL(S)
> define table district school-name lnst
> sequence lnst (d)
-STACK: 30 SCHOOL(S)
> in active clear type
```

The following table lists the first ten schools from the above search sorted (sequenced) in descending order (largest to smallest.

1AUG. 10, 1982 PAGE 1

DISTRICT	SCHOOL-NAME	LNST
HANFORD JOINT UNION HI	HANFORD HIGH	261
CORCORAN JOINT UNIFIED	FREMONT ELEMENTARY	182
REEF-SUNSET UNIFIED	AVENAL ELEM	139
CORCORAN JOINT UNIFIED	MARK TWAIN ELEMENTARY	48
HANFORD ELEMENTARY	LINCOLN ELEMENTARY	46
KINGS RIVER-HARDWICK U	KINGS RIVER-HARDWICK E	45
REEF-SUNSET UNIFIED	KETTLEMAN CITY ELEM	43
CORCORAN JOINT UNIFIED	CORCORAN HIGH	41
HANFORD ELEMENTARY	RICHMOND (LEE) ELEMENT	33

ANSWER PLEAS FOR HELP FROM OUTSIDERS:

The Problem:

A school principal in Alameda county phoned recently in need of technical assistance. Three Tongan speaking pupils had enrolled at the school and he needed to provide them with bilingual services. After discussions with the principal it was decieded to use "1981 LC" to identify schools in surrounding counties that had any Tongan speaking pupils.

The Solution:

The following online search of "1981 LC" was done:

```
> find co 01 or 07 or 21 or 38 or 41 or 43 or 44

> for result where lp-key tongan-ln
-RESULT: 1302 SCHOOL(S)
> stack all
-STACK: 32 SCHOOL(S)
> seq cds
> set filter for part-1 where lp-key tongan-ln
> set filter for part-5 where sl tongan
> def ta' dist school lntot lang stfc stfl stft
> in active clear type
1AUG. 11, 1982                                          PAGE 1
 DIST       SCHOOL    LNTOT     LANG       STFC     STFL     STFT

 LIVERMORE EAST AVEN 1         Tongan
 MURRAY EL FREDERIKS 1         Tongan
 OAKLAND U OAKLAND S 1         Tongan
 OAKLAND U ALLENDALE 2         Tongan
 OAKLAND U BELLA VIS 3         Tongan
 OAKLAND U SEQUOIA E 2         Tongan
 OAKLAND U WEBSTER E 2         Tongan
 OAKLAND U BRET HART 1         Tongan
 OAKLAND U HOOVER EL 1         Tongan
 MT. DIABL COLLEGE P 1         Tongan
 MT. DIABL VALLEY VI 1         Tongan
 PITTSBURG PARKSIDE  1         Tongan
 SAN MATEO LA ESPERA 1         Tongan
 SAN MATEO ESCALON S 1         Tongan
 BURLINGAM MCKINLEY  8         Tongan
 BURLINGAM WASHINGTO 2         Tongan
 LAGUNA SA WESTVIEW  4         Tongan
 MILLBRAE  LOMITA PA 5         Tongan
 RAVENSWOO KAVANAUGH 9         Tongan
 REDWOOD C FAIR OAKS 9         Tongan
 REDWOOD C GARFIELD  2         Tongan
```

REDWOOD C	HOOVER EL	3	Tongan				
REDWOOD C	MCKINLEY	6	Tongan				
REDWOOD C	TAFT ELEM	1	Tongan				
SAN BRUNO	BELLE AIR	7	Tongan				
SAN BRUNO	ALLEN (DE	1	Tongan				
SAN BRUNO	JOHN MUIR	2	Tongan				
SAN BRUNO	PARKSIDE	3	Tongan				
SAN BRUNO	ROLLINGWO	2	Tongan				
SAN MATEO	ABBOTT MI	1	Tongan				
SAN MATEO	HORRALL (	8	Tongan				
SAN MATEO	BAYSIDE M	7	Tongan				
SAN MATEO	LAWRENCE	6	Tongan				
SAN MATEO	NORTH SHO	6	Tongan				
SAN MATEO	PARKSIDE	4	Tongan				
SAN MATEO	SUNNYBRAE	3	Tongan				
SAN MATEO	BURLINGAM	17	Tongan				
SAN MATEO	SAN MATEO	13	Tongan				
SEQUOIA U	MENLO ATH	5	Tongan				
SEQUOIA U	SEQUOIA H	9	Tongan	1	Tongan	6	
SOUTH SAN	HILLSIDE	3	Tongan				
SOUTH SAN	LOS CERRI	2	Tongan				
SOUTH SAN	SOUTHWOOD	2	Tongan				
MILPITAS	MILPITAS	1	Tongan				

1

From this list it was possible to inform the principal about the names and locations of nearby schools with Tongan pupils.

PART E

A GUIDE TO THE ELEMENTS IN THE 1981 LC DATABASE

Introduction

The purpose of this section is to provide detailed descriptions of the elements that make up "1981 LC". Each of the elements which make up the database is described. Examples of searches using each indexed element are provided.

The SCHOOL -- or GOAL RECORD in "1981 LC"

Language census data is collected and reported on a "school basis"; that is one form is completed by each school. Therefor, the goal record in "1981 LC" is a SCHOOL. Within this goal record called SCHOOL, the SPIRES file structure mirrors the structure of the R-30LC form; that is, the data is broken into five distinct groups which parallel the form (Parts I, II, III, IV, and V). For purposes of brevity and clarity these sections shall be referred to as follows:

Front page	=	The front page of the form
Part I	=	Census section
Part II	=	Reclass section
Part III	=	Program section
Part IV	=	Staff section
Part V	=	Instrument section

The ELEMENTS and STRUCTURES in "1981 LC"

The following list of elements and structures make up "1981 LC". To see this list online type the command SHOW ELEMENTS.

```
Record Elements
  CDS
  LNF
  SCHOOL-TOTAL
  LN-SCHOOL-TOTAL
  FES-SCHOOL-TOT
  SCHOOL-NAME
  LESNES-TEN
  CENSUS-SEC.STR
  PROGRAM-SEC.STR
  RECLASS-TOTAL
  INSTRUMENT.STR
  STAFF-SEC.STR
  NOTES
Structure: CDS
  COUNTY-CODE
  DISTRICT-CODE
  SCHOOL-CODE
  COUNTY-NAME
  DISTRICT-NAME
Structure: CENSUS-SEC.STR
  LP-KEY
  K6-SUM
  712-SUM
  LN-LANG-TOTAL
  FES-LANG-TOTAL
  LN.STR
  FES.STR
Structure: LP-KEY
  LANGUAGE
  PROFICIENCY
Structure: LN.STR
  LN-GRADE
  LN-COUNT
Structure: FES.STR
  FES-GRADE
  FES-COUNT
Structure: PROGRAM-SEC.STR
  LANGUAGE-STATUS
  PROG-COUNT.STR
Structure: PROG-COUNT.STR
  PROGRAM-TYPE
  PROGRAM-COUNT
Structure: INSTRUMENT.STR
  INSTRUMENT
  INSTRUMENT-APP
  INSTRUMENT-OCR
  INSTRUMENT-OTHER
Structure: STAFF-SEC.STR
  STAFF-LANGUAGE
```

```
  STAFF-COUNT.STR
Structure: STAFF-COUNT.STR
  STAFF-TYPE
  STAFF-COUNT
```

A sample copy of the 1981 R-30LC form with labels indicating the relationship of each of these elements and structures

to the section of the form from which the data comes can be found on page 9 of the User Guide.

FRONT-PAGE The Front Page of the 1981 R-30LC Form

The front page of the R-30LC form contains school identification and certification information for each school submitting the Form R-30LC, Spring 1981. Of special importance to the 1981 LC database is the box on this page which is checked if there are no pupils with a primary language other than English at that school. The specific instructions for filling out that box are:

> "If a school has no pupils with a primary language other than English, complete the school identification information, check the box, and return the report with no further entries."

For a description of how 1981 LC treats the data in this box type:

```
> explain lnf
```

Other data on the Front Page found in "1981 LC" are the School, District, and County names and codes. The following sample output illustrates how data found on the Front Page is displayed in 1981 LC.

```
                    * * 1981 R-30LC * *

  C    38       SAN FRANCISCO COUNTY
   D   68478    SAN FRANCISCO UNIFIED
    S  3831765  GALILEO HIGH

     Enrollment: 1921

       LES/NES Total: 600    FES Total: 597
```

LNF LES/NES/FES In the School?

If a school has no pupils with a primary language other than English the form R-30LC is returned blank with a check in a box on the front page indicating that it contains no census data. In the 1981 LC database this information is stored in a 'YES/NO' format, with LNF=YES meaning "the form contains data" and LNF=NO meaning "this school has no pupils with a primary language other than

English". It is assumed that if a school record has data then LNF will egual YES. Type EXPLAIN HLS for a brief description of the Home Language Survey and the steps that precede data entry on the Form R-30LC.

Search Suggestions:

LNF is not indexed, but can be searched sequentially using the GLOBAL FOR facility. For 1981 LC there are 1095 schools reporting no NES, LES, or FES pupils.

CDS County-District-School Code

CDS is the 'key' of each school record in 1981 LC. CDS contains the 14-digit County-District-School code used to identify each California public school. The code is comprised of three (3) fields. The value in each field is the unique numeric code for a county, district, or school. Field one is a two digit number and identifies a specific county. For example:

19 = Los Angeles County

Field two is a five digit number and identifies a specific school district . For example:

64774 = Lynwood Unified School District

Field three is a seven digit number and identifies a specific school within a district. For example:

6020259 = Lindbergh Elementary School

Numeric values for CDS codes can be found in the California Public School Directory or in the SPIRES subfile CDS.NAMES.

SCHOOL-NAME Name of the School

SCHOOL-NAME (alias S) is an alphabetic index of the first 35 characters of each California public school's name. School names are taken from the California Public School Directory. Type EXPLAIN SCHOOL-CODE for a description of the school code number.

Search Suggestions:

SCHOOL-NAME is word indexed, so a typical search request might be:

```
> find s hoover
-RESULT: 17 SCHOOL(S)
```

The result of this search indicate there are 17 schools in the database with the word "hoover" in their name.

SCHOOL-CODE School Identification Number

The element SCHOOL-CODE is a seven-digit number that identifies each public school in California. The school code number for a specific school is taken from the fourteen digit 'CDS' code and can be found in the California Public School Directory. SCHOOL-CODE is not indexed in 1981 LC.

Search suggestions:

Since SCHOOL-CODE is not an indexed element searches must be conducted using Global FOR processing in conjunction with the county and district codes.

COUNTY-NAME Name of the County

Counties are indexed by both name and county code (from the CDS code). COUNTY-NAME (alias C) contains the first 25 characters of the COUNTY's name as listed in the California Public School Directory. For an explanation of how to use COUNTY-CODE type EXPLAIN COUNTY-CODE

CODE	COUNTY NAME	CODE	COUNTY NAME	CODE	COUNTY NAME
1	ALAMEDA	21	MARIN	41	SAN MATEO
2	ALPINE	22	MARIPOSA	42	SANTA BARBARA
3	AMADOR	23	MENDOCINO	43	SANTA CLARA
4	BUTTE	24	MERCED	44	SANTA CRUZ
5	CALAVERAS	25	MODOC	45	SHASTA
6	COLUSA	26	MONO	46	SIERRA
7	CONTRA COSTA	27	MONTEREY	47	SISKIYOU
8	DEL NORTE	28	NAPA	48	SOLANO
9	EL DORADO	29	NEVADA	49	SONOMA
10	FRESNO	30	ORANGE	50	STANISLAUS
11	GLENN	31	PLACER	51	SUTTER
12	HUMBOLDT	32	PLUMAS	52	TEHAMA
13	IMPERIAL	33	RIVERSIDE	53	TRINITY
14	INYO	34	SACRAMENTO	54	TULARE
15	KERN	35	SAN BENITO	55	TUOLUMNE
16	KINGS	36	SAN BERNARDINO	56	VENTURA
17	LAKE	37	SAN DIEGO	57	YOLO
18	LASSEN	38	SAN FRANCISCO	58	YUBA
19	LOS ANGELES	39	SAN JOAQUIN		
20	MADERA	40	SAN LUIS OBISPO		

Search Suggestions

To retrieve information about schools in a county several approaches are available. For example to examine information about schools in Alameda county one of the following SPIRES commands could be used:

```
> find co alameda

    or

> find county 01
```

The result will indicate the number of schools in Alameda county. Note that the index COUNTY can be specified in a shortened or terse form and that the value for COUNTY can be specified as either a name or number. Note also that if a numeric value is used it must have two (2) digits.

COUNTY-CODE County Identification Number

COUNTY-CODE is the two-digit code from the California Public School Directory for the county in which a school resides.

CODE	COUNTY NAME		COUNTY NAME		COUNTY NAME
1	ALAMEDA	21	MARIN	41	SAN MATEO
2	ALPINE	22	MARIPOSA	42	SANTA BARBARA
3	AMADOR	23	MENDOCINO	43	SANTA CLARA
4	BUTTE	24	MERCED	44	SANTA CRUZ
5	CALAVERAS	25	MODOC	45	SHASTA
6	COLUSA	26	MONO	46	SIERRA
7	CONTRA COSTA	27	MONTEREY	47	SISKIYOU
8	DEL NORTE	28	NAPA	48	SOLANO
9	EL DORADO	29	NEVADA	49	SONOMA
10	FRESNO	30	ORANGE	50	STANISLAUS
11	GLENN	31	PLACER	51	SUTTER
12	HUMBOLDT	32	PLUMAS	52	TEHAMA
13	IMPERIAL	33	RIVERSIDE	53	TRINITY
14	INYO	34	SACRAMENTO	54	TULARE
15	KERN	35	SAN BENITO	55	TUOLUMNE
16	KINGS	36	SAN BERNARDINO	56	VENTURA
17	LAKE	37	SAN DIEGO	57	YOLO
18	LASSEN	38	SAN FRANCISCO	58	YUBA
19	LOS ANGELES	39	SAN JOAQUIN		
20	MADERA	40	SAN LUIS OBISPO		

Search Suggestions

To retrieve information about schools in a county several approaches are available. For example to examine information about schools in Alameda county the following SPIRES commands could be used:

```
FIND CO ALAMEDA
```

or

FIND COUNTY 01

The result will indicate the number of schools in Alameda county. Note that the index COUNTY can be specified in a shortened or terse form and that the value for COUNTY can be specified as either a name or number. Note also that if a numeric value is used it must have two (2) digits.

DISTRICT-NAME The District Name

Districts are indexed by both name and district code (from the CDS code). The index term DISTRICT (alias DI) will therefore, accept either the district name or CDS code as vaild values. DISTRICT-NAME contains the first 25 characters of the DISTRICT's name as listed in the California Public School Directory.

Search Suggestions

To retrieve information about schools in a district several approaches are available. For example to examine information about schools in Berkeley Unified School District one of the following SPIRES commands could be used:

> find district berkeley

or

> find di 61143

The result tells you how many schools there are in Berekely Unified School District. Note that the index DISTRICT can be specified in a shortened, or terse, form and that the value for DISTRICT can be either a name or a number. Note also that if a numeric value is used it must have five (5) digits.

DISTRICT-CODE District Identification Number

Districts are indexed by both name and the district code (from the CDS code). The index term DISTRICT (alias DI) will therefore, accept either the district name or CDS code as vaild values. The five-digit code from the California Public School Directory represents the school district in which a school resides.

Search Suggestions:

To retrieve information about schools in a school district several approaches are available. For example to examine information about schools in Berkeley Unified School District the following commands could be used.

> Find district 61143

or

```
> find di berkeley
```

The result tells you how many schools there are in Berekely Unified School District.

LN-SCHOOL-TOTAL LES/NES School Total

The element LN-SCHOOL-TOTAL (alias LNST) represents the total number of LES/NES pupils in a school. Data for LN-SCHOOL-TOTAL is derived by combining the counts for all LES/NES pupils reported in the "Census Section" of the Form.

Search Suggestions

LNST is indexed and can be searched. For example to find out how may schools have more than 1000 LES/NES pupils the following command could be given:

```
> find lnst > 999
-RESULT: 7 SCHOOL(S)
```

The result of this search indicates that seven (7) schools report 1000 or more LES/NES pupils in the 1981 LC database.

FES-SCHOOL-TOTAL FES School Total

The element FES-SCHOOL-TOTAL (alias FST) is also an index and represents the total number of FES pupils in a school. FST is computed when the file (1981 LC) is constructed and represents the sum total of all fluent English speaking pupils in all languages in a school.

Search Suggestions
The element FST is indexed can be searched. For example to find out how many schools have more than 500 FES pupils the following command could be given:

```
> find fct > 499
-RESULT: 4 SCHOOL(S)
```

The result of this search indicates that four (4) schools report more than five hundred (500) FES pupils in the 1981 LC database.

PART-I Part I or "Census Section" of the 1981 R-30LC Form

"Census Section" is an alternate name for Part I of the R-30LC form. Schools report the numbers of pupils with a primary language other than English by languge, proficiency, and grade on Part I of the form. The following sample output illustrate Part I as it exists in 1981 LC.

PART I: 1981 LANGUAGE CENSUS
Enrollment of LES/NES and FES Students

Language	GRADES K	1	2	3	4	5	6	7	8	9	10	11	12	Un.	TOT
Spanish :															
L/N:	18	12	4	7	5	7	1								54
FES:	3	11	8	9	9	5	10								55
Vietname:															
L/N:	42	30	23	26	21	19	14								175
FES:	4	2	5	5	5	5	5								31
Korean :															
L/N:					1										1
Pilipino:															
FES:	1														1
Lao :															
L/N:	2				1	1									4
FES:				1											1

DEFINITIONS

Instructions to the "form" requests that each school: "Report by grade level an unduplicated count of all pupils for whom there is a report of a primary language other than English on the Home Language Survey. The census must be an individual, actual count, and not an estimate or sampling. Report by grade level and by primary language, all non-English-speaking (NES), limited-English-speaking (LES), and fluent-English-speaking (FES) pupils enrolled in the school as of March 1, 1981. Use the 'Ungraded' column for reporting special education pupils in special classes, continuation school pupils, and other special classification pupils not included in counts by grade. Students in cross-graded or multigraded classrooms will be counted by their own grade placement if they have one. Include all special education and migrant education pupils. Juvenile hall program pupils, adult pupils, and pre-school pupils are excluded from the census."

"Reports submitted for school administrated by the office of the county superintendent of schools should not include any pupils concurrently enrolled in a school district. These students will be reported by the school district."

For those primary languages not listed, the languages with the three highest concentrations of pupils should be specified in the 'Other Language' spaces. For all other languages not listed, pupil enrollments should be combined."

LN-COUNT The Count of LES/NES Pupils

The element LN-COUNT (alias LN) represents the total number of LES/NES pupils in a school qualified by LANGUAGE and/or GRADE. LNCT was created specifically to aid in identifing the location of LES/NES pupils within specified languages and/or grades.

Search Suggestions

A typical use of LNCT is as follows:

```
> find lnct > 99 and lang span and grade 3
-RESULT: 14 SCHOOL(S)
```

The result indicates that fourteen (14) schools reported one hundred (100) or more Spanish LES/NES in the third grade. For more information on the use of qualifiers in 1981 LC type EXPLAIN QUALIFIER.

FES-COUNT The count of FES Pupils

The element FES-COUNT (alias FCT) represents the total number of FES pupils in a school qualified by LANGUAGE and/or GRADE. FCT was created specifically to aid in identifing the location of FES pupils within specified languages and/or grades.

Search Suggestions

A typical use of FCT is as follows:

```
> find fct > 99 and lang span and grade 3
-RESULT: 11 SCHOOL(S)
```

The result indicates that eleven (11) schools reported one hundred (100) or more Spanish FES in the third grade. For more information on the use of qualifiers in 1981 LC type EXPLAIN QUALIFIER.

LANGUAGE The Pupils Primary Language

TABLE OF LANGUAGE CODES

Language	Code	Language	Code	Language	Code
Spanish	01	Arabic	11	Ilocano	25
Vietnamese	02	Armenian	12	Indonesian	26
Cantonese	03	Burmese	13	Italian	27
Korean	04	Croatian	14	Punjabi	28
Pilipino/Tagalog	05	Dutch	15	Russian	29
Portuguese	06	Farsi (Persian)	16	Somoan	30
Mandarin	07	French	17	Serbian	31
Japanese	08	German	18	Thai	32
Cambodian(Khmer)	09	Greek	19	Turkish	33
Lao	10	Guamanian	20	Tongan	34
		Hebrew	21	Urdu	35
		Hindi	22	Visayan	36
		Hmong	23	Native Amer	88
		Hungarian	24	Missing	98
				Unspecified	99

NOTE: Languages 11-88 will be incomplete counts at the district county, and state level and SHOULD BE USED WITH CAUTION.

"Unspecified" (99) means that the school indicated a language which was not in the first 10, but it failed to indicate which language it was. A language of "98" means that the language code was found to be missing in the state-certified data.

Search Suggestions

LANGUAGE (alias L) is a qualifier to six indexes in 1981 LC. They are

K6-SUM
712-SUM
LN-LANG-TOTAL
FES-LANG-TOTAL
LN-COUNT
FES-COUNT

In addition the index STAFF-LANGUAGE uses the language codes listed above. Type EXPLAIN [specify index] for illustrations of how to use the qualifier LANGUAGE with a specific index.

GRADE Pupil's Grade (K through 12 and Ungraded)

The term GRADE is an alias for both the qualifiers LN-GRADE and FES-GRADE. In 1981 LC, GRADE is a qualifier to the indexes LN-COUNT and FES-COUNT. The allowable values for GRADE are:

K or 0 = Kindergarden
1 through 12 = Grades One through Twelve
13 or UNGRADED (alias UNG)

Search Suggestions:

GRADE is a qualifier and cannot be used for searching independent of the index it qualifies. For descriptions of the uses of GRADE type EXPLAIN and specify any of the following:

LN-COUNT
FES-COUNT
LN-GRADE
FES-GRADE

For more information on the use of qualifiers in 1981 LC type EXPLAIN QUALIFIER.

PROFICIENCY Pupil's Language Proficiency

The element PROFICIENCY (alias PRO) represents the English language proficiency of a pupil and is a qualifier to the indexes K6-SUM and 712-SUM. The allowable values for PROFICIENCY are LN, or 1, (for LES/NES) and F, or 2, (for FES).

Search Suggestions:

PROFICIENCY can only be used as a qualifier to the indexes K6-SUM or 712-SUM. For example:

```
) find k6 ) 99 and lang viet and pro ln
-RESULT: 5 SCHOOL(S)
```

The result indicates that five (5) schools reported a total of one hundred (100) or more Vietnamese LES/NES pupils in grades seven thru twelve.

LN-LANG-TOTAL Total LES/NES Pupils by LANGUAGE

The element LN-LANG-TOTAL (alias LNTOT) represents the total of each language-proficiency group reported by a SCHOOL. In the example below, taken from 1981 LC, the value for LN-LANG-TOTAL can be found under the column marked TOT.

****

PART I: 1981 LANGUAGE CENSUS
Enrollment of LES/NES and FES Students

Language	GRADES K	1	2	3	4	5	6	7	8	9	10	11	12	Un.	TOT
Spanish :															
L/N:	5	2	4	2	1	1									15
FES:	10	3	4	3	5	1									26
Vietname:															
L/N:	2		4	1	1										8
FES:	1					1									2

****

Search Suggestions:

The indexed element LN-LANG-TOTAL is qualified by LANGUAGE and can be used to find schools by the number of LES/NES pupils in a LANGUAGE. For example:

```
> find ln-lang-total > 50 and lang viet
-RESULT: 93 SCHOOL(S)
```

The result indicates that ninety three (93) schools reported fifty or more LES/NES pupils with the LANGUAGE Vietnamese. For more information on the use of qualifiers in 1981 LC type EXPLAIN QUALIFIER.

LESNES-TEN LES/NES Greater Than Ten

The element LESNES-TEN (alias LNTEN) is indexed and identifies schools with ten or more LES/NES pupils of the same language in at least one grade within the grade span K-6. The value for LESNES-TEN will always be a LANGUAGE. Type EXPLAIN LANGUAGE for a description of valid LANGUAGE names and codes.

Search Suggestions

The index LNTEN can only be used with some LANGUAGE value. For example:

```
> find lnten cant
-RESULT: 52 SCHOOL(S)
```

The result indicates fifty two (52) schools that report at least one grade with ten or more Cantonese speaking LES/NES pupils in the K-6 grade span.

K6-SUM The Sum of Pupils in Kindergarden thru Sixth Grade

The element K6-SUM (alias K6) represents the total number of pupils in grades Kindergarden (K) through Sixth (6) and can be qualified by PROFICIENCY and/or LANGUAGE.

Search Suggestions

A typical use of the index and its qualifiers might be:

```
> find k6 > 99 and lang viet and prof ln
-RESULT: 5 SCHOOL(S)
```

The result would indicate that five (5) schools reported one hundred (100) or more total LES/NES Vietnamese pupils in grades K-6. K6-SUM can also be used in conjunction with other indexed For more information on the use of qualifiers in 1981 LC type EXPLAIN QUALIFIER.

712-SUM The Sum of Pupils in Seventh thru Twelfeth Grade

The element 712-SUM (alias 712) represents the total number of pupils in grades seven (7) through twelve (12) and can be qualified by PROFICIENCY and/or LANGUAGE.

Search Suggestions

A typical use of the index and its qualifiers might be:

```
> find 712 > 99 and lang viet and prof ln
-RESULT: 19 SCHOOL(S)
```

The result would indicate thhat nineteen (19) schools reported one hundred (100) or more total LES/NES Vietnamese pupils in grades 7-12.

PART-II PART II or "Program Section" of the 1981 R-30LC Form

"Program Section" is an alternate name for Part II of the R-30LC form. Data on the enrollment of pupils in bilingual programs by language proficiency is recorded in Part II. The following sample output illustrates Part II as it exists in 1981 LC.

```
-----------------------------------------
| PART II: PROGRAMS                     |
| Enrollment of Students                |
-----------------------------------------

                        NUMBER OF STUDENTS:
|-----------------|-----------------|----------------|
```

Status	Bilingual classrooms (1)	Individual learning plans (2)	Other (3)
L/N	82	94	51
FES	40		
Eng. only	53		

Data elements in the "Program Section" must be "bound together" in SPIRES and are therefore stored in a data element structure called PROGRAM-SEC.STRUC. Type EXPLAIN STRUCTURES online for an overview of structures in the 1981 LC database.

PROGRAM-COUNT The Count of Pupils in Bilingual Programs

PROGRAM-COUNT (alias PCT) represents the count of pupils reported in each type of bilingual programs. Data for PCT is found in Part II of the form. For an explanation of valid types of bilingual programs type EXPLAIN PROGRAM-TYPE.

PROGRAM-COUNT can be qualified by LANGUAGE-STATUS (alias LST) and/or PROGRAM-TYPE (alias PT).

Search Suggestions

PROGRAM-COUNT can be used to identify the distribution of pupils within a specific type of bilingual programs. For example:

```
) find program-count ) 999 and pt 1
-RESULT: 6 SCHOOL(S)
```

The result indicates that six (6) schools reported having more than one thousand (1000) pupils in bilingual classrooms (a, b, or c). For more information on the use of qualifiers in 1981 LC type EXPLAIN QUALIFIERS.

PROGRAM-TYPE Types of Bilingual Program

PROGRAM-TYPE (alias PT) is a qualifier representing the type of bilingual program in which basic instruction takes place. The types of programs and their valid codes are as follows:

PROGRAM CODE	ALIAS	PROGRAM TYPE
1	CLASS	Enrolled in classroom programs ("a, b, or c")
2	ILP	With individual learning plans ("f" programs)
3	NONE	Not enrolled in any of the above ("a, b, c", or "f" programs)

Both the Program Code and Alias illustrated above are valid values for the element PROGRAM-TYPE.

Search Suggestions:

PROGRAM-TYPE can only be used as qualifier to the index PROGRAM-COUNT (alias PCT). For example:

```
> find program-count > 999 and program-type 1
-RESULT: 6 SCHOOL(S)
```

The result will indicate schools reporting more than one thousand (1000) pupils in bilingual classroom programs. Note that the result includes not only LES/NES pupils but FES and English Only pupils as well. For more information on the use of qualifiers in 1981 LC type EXPLAIN QUALIFIER.

LANGUAGE-STATUS The Language of Pupils in Bilingual Programs

LANGUAGE-STATUS (alias LST) is a qualifier to the index PROGRAM-COUNT (alias PCT). The element LST represents the language proficiency of pupils counted in Part II of the form. (Type EXPLAIN PROGRAM-COUNT [or PART II] for a more detailed description of Part II.) The allowable values for the index LST are as follows:

LST CODE	ALIAS	LANGUAGE STATUS (PROFICIENCY)
1	LN	(LES/NES)
2	F	(FES)
3	EO	(English only)

Either the codes or aliases may be specified.

Search Suggestions

LST can only be used to qualify the index PROGRAM-COUNT (alias PCT). For example:

```
> find pct > 99 and lst 1 and pt 1
-RESULT: 511 SCHOOL(S)
```

The result indicates that five hundred eleven (511) schools reported fifty (50) or more LES/NES in bilingual classrooms ("a," "b," or "c") programs. For more information on the use of use qualifiers in 1981 LC type EXPLAIN QUALIFIER.

PART-III PART III or "Reclass Section" of the 1981 R-30LC Form

"Reclass Section" is an alternate name for Part III of the R-30LC form. This section records data on the number of LES/NES pupils reclassified as fluent-English speaking (FES) since the last census (March 1, 1980) whether or not the pupil is still enrolled at that school. The following sample output illustrates Part III as it exists in 1981 LC.

```
-----------------------------------------
| PART III: STUDENTS RECLASSIFIED       |
-----------------------------------------

      Number of LES/NES students reclassified
      as fluent (FES) since the prior census
      (March 1,1980):
                    29
```

PART-IV PART IV or "Instrument Section" of the 1981 R-30LC Form

The "Instrument Section" is an alternate name for Part IV of the R-30LC form. The instrument(s) reported in Part IV are those used to determine the English language proficiency of pupils with a primary language other than English. The following sample output illustrates Part IV as it exists in 1981 LC.

```
-----------------------------------------
| PART IV: INSTRUMENTS used for Oral    |
| English Language Assessment           |
-----------------------------------------

     BSM I
```

INSTRUMENT State Designated Language Proficiency Assessment Instrument

INSTRUMENT (alias IN) is an indexed element that indicates schools reporting the use of a State Department of Education designated English language proficiency assessment instrument. Either the CODE or the INSTRUMENT alias can be specified. The valid instruments and their codes are:

CODE	ALIAS	INSTRUMENT
01	BSM 1	(Bilingual Syntax Measure).
02	LAS 1	(Language Assesment Scales).

Search Suggestions:

A typical use of the INSTRUMENT index might be as follows:

```
> find instrument 01 and district 63099
-RESULT: 6 SCHOOL(S)
```

The result of this search indicates that six (6) schools in Calexico Unified School District reported using the BSM 1 to assess their pupils English language proficiency.

INSTRUMENT-APP Language Proficiency Assessment Instrument on a Waiver.

The indexed element INSTRUMENT-APP (alias INAP) indicate schools that reported the use of an English language proficiency assessment instrument on a waiver. The table below lists the instruments that were authorized on waiver for use in 1981 and the valid codes and aliases for 1981 LC. Type EXPLAIN INSTRUMENT for a description of State Department of Education designated instruments.

Valid instruments and their codes are as follows:

CODE	ALIAS	INSTRUMENT
01	BOLT	Basic Inventory of Natural Language
02	BSM II	Bilingual Syntax Measure
03	BOLT	
04	IDEA	
05	LAB	Lanuage Assessment Battery
06	LAS II	Language Assessment Scales II
07	MSC	
08	MIRAN	
09	Other	

Search Suggestions:

INAP is a simple index and can be searched using the follwing command:

```
> find inap 03   [or find inap bolt]
-RESULT: 102 SCHOOL(S)
```

The result would indicate that one hundred two (102) schools reported using the BOLT as a language proficiency assesment instrument on a waiver to assess their pupils English language proficiency.

INSTRUMENT-OCR Assessment Instrument Approved by the Office for Civil Rights

The indexed element INSTRUMENT-OCR (aliase INOCR) indicates schools that reported the use of a language proficiency assessment instrument approved for use by the U.S. Office for Civil Rights. The table below lists the instruments that were authorized on waiver for use by the U.S. Office for Civil Rights in 1981 and the valid codes and aliases for 1981 LC. Type EXPLAIN INSTRUMENT for a description of State Department of Education designated instruments.

Valid instruments and their codes are as follows:

CODE	ALIAS	INSTRUMENT
01	BOLT	Basic Inventory of Natural Language
02	BSM II	Bilingual Syntax Measure
03	BOLT	
04	IDEA	
05	LAB	Lanuage Assessment Battery
06	LAS II	Language Assessment Scales II
07	MSC	
08	MIRAN	
09	Other	

Search Suggestions:

INOCR is a simple index and can be searched using the follwing command:

```
> find inocr 03   [or find inocr bolt]
-RESULT: 5 SCHOOL(S)
```

The result indicates that five (5) schools reported using the BOLT as an English language proficiency assesment instrument with approval from the U.S. Office for Civil Rights.

INSTRUMENT-OTHER Other Procedures for Language Proficiency Assessment

The indexed element INSTRUMENT-OTHER (aliase INO) indicates if a school used a language proficiency assessment instrument or procedure not designated or approved for use by the California State Department of Education or the Office for Civil Rights. Type EXPLAIN INSTRUMENT for a description of the two state designated instruments, EXPLAIN INSTRUMENT-APP for a description of waivered instruments, and EXPLAIN INSRUMENT-OCR for Office for Civil Rights instruments.

Valid instruments, codes, and aliases are as follows:

CODE	ALIAS	INSTRUMENT
01	BOLT	Basic Inventory of Natural Language
02	BSM II	Bilingual Syntax Measure
03	BOLT	
04	IDEA	
05	LAB	Lanuage Assessment Battery
06	LAS II	Language Assessment Scales II
07	MSC	
08	MIRAN	
09	Other	

Search Suggestions:

INO is a simple index and can be searched using the follwing command:

```
> find ino 02   [or find ino bsm 2]
-RESULT: 238 SCHOOL(S)
```

The result indicates that two hundred thirty eight (238) schools reported usng the BSM II as an English language proficiency assesment instrument without approval of either the U.S. Office for Civil Rights or the California State Department of Education.

PART-V PART V or "Staff Section" of the 1981 R-30LC Form

"Staff Section" is an alternate name for Part V of the R-30LC form, which presents counts of teachers and aides providing bilingual education services. The following sample output illustrates Part V as it exists in 1981 LC.

PART V: STAFF Providing Bilingual Services

LANGUAGE	BILINGUAL TCHRS. BILING. CLASSRMS (1)	BILINGUAL TCHRS. BILPS (2)	WAIVERED TCHRS. BILING. CLASSRM (3)	WAIVERED TCHRS. BILPS (4)	BILINGUAL AIDES W/ COL 3 TCHRS (5)	BILINGUAL AIDES OTHER (6)
Vietnamese		1	7		7	

DEFINITIONS

"Teachers" are defined as "a person who,

(1) holds a valid, regular California teaching credential; and
(2) holds either a bilingual-crosscultural certificate of proficiency or other credential in bilingual education authorized by the Commission for Teacher Preparation and Licensing."

"Teachers on waivers" are defined as teachers who have a waiver pending or approved by the State Board of Education. "Bilingual aides" are defined as an aide fluent in both English and the primary language of the non- or limited-English speaking pupil or pupils in a bilingual-bicultural program. Type EXPLAIN STAFF-LANGUAGE, STAFF-TYPE, or STAFF-COUNT for more detailed descriptions of the elements that make up Part V.

STAFF-LANGUAGE The Language of Staff Members

The indexed element STAFF-LANGUAGE (alias STFL) indicates "the language for which a teacher holds a bilingual credential (columns 1 or 2); the language for which a waiver has been requested on Form A127W-BT2 (columns 3 and 4); and the language in which a bilingual-crosscultural aide is judged to be proficient, using district criteria (columns 5 and 6)." (taken from INSTRUCTIONS for LANGUAGE CENSUS REPORT -- SCHOOL DATA, SPRING 1981)

TABLE OF LANGUAGE CODES

Language	Code	Language	Code	Language	Code
Spanish	01	Arabic	11	Ilocano	25
Vietnamese	02	Armenian	12	Indonesian	26
Cantonese	03	Burmese	13	Italian	27
Korean	04	Croatian	14	Punjabi	28
Pilipino/Tagalog	05	Dutch	15	Russian	29
Portuguese	06	Farsi (Persian)	16	Samoan	30
Mandarin	07	French	17	Serbian	31
Japanese	08	German	18	Thai	32
Cambodian(Khmer)	09	Greek	19	Turkish	33
Lao	10	Guamanian	20	Tongan	34
		Hebrew	21	Urdu	35
		Hindi	22	Visayan	36
		Hmong	23	Native Amer	88
		Hungarian	24	Missing	98
				Unspecified	99

NOTE: Languages 11-88 will be incomplete counts at the district county, and state level and SHOULD BE USED WITH CAUTION.

A language of "99" or "Unspecified" means that the school indicated a language which was not in the top 10, but it failed to indicate which language it was. A language of "98" means that the language code was found to be missing in the state-certified data.

Search Suggestions:

STAFF-LANGUAGE (alias STFL) is a qualifier to the index STAFF-COUNT(alias STFC). For a description of uses of STAFF-LANGUAGE type EXPLAIN STAFF-COUNT. For more information on the use of qualifiers in 1981 LC type EXPLAIN QUALIFIER.

STAFF-TYPE Bilingual Teachers and Aides

The indexed element STAFF-TYPE (alias STFT) indicates the type of staff (teacher or aide) providing bilingual services at a school. Data for STAFF-TYPE is reported on Part V of the Form R-30LC. Types of staff members and valid values (codes) for 1981 LC are:

CODE	STAFF TYPE
1	Bilingual-crosscultural TEACHERS providing services in "a, b, or c" programs.
2	Bilingual-crosscultural TEACHERS providing services in "f" programs.
3	Waivered TEACHERS providing services in a bilingual classroom.
4	Waivered TEACHERS providing services in "f" programs.
5	Bilingual-crosscultural AIDES with col.3 (waivered) teachers.
6	All bilingual-crosscultural AIDES not reported in col. 5.

Search Suggestions:

STAFF-TYPE is a qualifier to the index STAFF-COUNT. For a description of how STAFF-TYPE can be used type EXPLAIN STAFF-COUNT. For more information on the use of qualifiers in 1981 LC type EXPLAIN QUALIFIER.

STAFF-COUNT Counts of Staff Providing Bilingual Services

The indexed element STAFF-COUNT (alias STFC) represents counts of teachers and aides providing bilingual services. Data for STAFF-COUNT is reported on Part V of the Form R-30LC. STAFF-COUNT is qualified by STAFF-LANGUAGE (alias STFL) and STAFF-TYPE (alias STFT).

Search suggestions:

STAFF-COUNT can be used to identify the numbers of teachers of various types and languages. For example:

```
> find staff-count > 10 and staff-type < 4
-RESULT: 193 SCHOOL(S)
```

The result indicates that one hundred ninety three (193) schools reported more than 10 bilingual-crosscultural teachers (either credentialed or on waiver).

QUALIFIER The Use of Qualified Indexes in 1981 LC

A unique feature of "1981 LC" is its extensive use of qualifiers. There are eight simple indexes with qualifiers and fourteen indexes in the database. The syntax for using qualifiers is as follows:

FIND <specify simple index> AND <specify qualifier>

1. A QUALIFIER CANNOT BE USED AS A SIMPLE INDEX. For example in 1981 LC LANGUAGE is a qualifier to several simple indexes. Therefore attempting a SPIRES search using LANGUAGE as a simple index will produce the following result:

```
> find language spanish
-ILLEGAL USE OF QUALIFIER
```

In other words qualifiers must always be preceeded by the index they qualify.

2. QUALIFIERS CAN BE USED IN CONJUNCTION WITH OTHER INDEXED ELEMENTS. However, in such cases the values associated with the qualified index must be enclosed in parenthesis. For example, in 1981 LC LN-COUNT is an index with qualifiers. To use it in conjunction with the Simple Index DISTRICT one of the following formats should be used:

```
> find di 61143
> and (lnct > 50 and 1 span and gr 3)
```

or

```
> find (lnct > 50 and 1 span and gr 3)
  and di 61143
```

Note that the search can be conducted using DI with either the FIND command or the rational operator AND as long as the qualified index values are enclosed in parenthesis.

3. THE 'OR' OPERATOR CANNOT BE USED TO CONNECT QUALIFIERS. For example the the following will occur when an attempt is made to connect Qualifiers LANGUAGE and GRADE with the OR operator:

```
> find lnct > 10 and lang span or viet
-ILLEGAL USE OF QUALIFIER
```

COMMENTS Comments about anything

COMMENTS is supposed to contain any descriptive information. (COMMENTS is included in the 1981 LC database elements in case OBBE wants to add any comments to a record.)

NOTES Miscellaneous Notes

NOTES provides a free-form (textual) field to hold descriptive comments about a particular SCHOOL record. Though the R-30LC data has been certified as officially correct some updating or data maintenance is anticipated). If data discrepancies appear, notes can be made here about the problems and/or how to accomodate them. NOTES is not indexed, but can be searched sequentially using GLOBAL FOR facilities.

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your lucky number? Or did a more knowledgeable source tell you to bet on this horse—a source like your personal computer?

For people who frequent the track, the above mentioned criteria (except for the computer) are nothing more than road apples. Racing handicappers, people who predict the outcomes of horse races, review reams and reams of records pertaining to each horse before picking their favorites. They have found that there is no better instrument to help them handle that data than a personal computer.

Carmine Pezzula, an applications programmer for General Electric in the Albany, N.Y. area and an amateur handicapper, has been a horse racing fan since he was very young. He is also a personal computer fan. "About 10 years ago I started handicapping horses with a hand calculator, and then I started using a programmable calculator and my handicapping became a little bit more sophisticated," Pezzula says. In 1980 he wrote a program on his cousin's word processor as an experiment, translated it for use on his Apple II Plus personal computer, and decided to see how his creation would fare during the racing season.

"I compared the results I got myself with 16 other handicappers, seven or eight of whom were from the *Albany Times Union*," Pezzula says. "And I came out on top of all 16." He then forwarded his results to the *Times Union* thinking that the paper might be interested in using his program. It was.

The paper's management asked Pezzula to participate in a test at the Belmont Park racetrack in June. The paper's own handicappers had eight top-choice winners with an average winning price of $5. Pezzula came up with 14 top-choice winners with an average price of $7.

Pleased with Pezzula's results, the *Times Union* asked him to use his program in August during the Saratoga racetrack season. The paper published his predictions in a supplement called the *Saratoga Special* especially for readers who frequent the track.

Pezzula's program runs on a 48k Apple II Plus with one disk drive, a monitor and a Silentype printer. The current version takes data from the daily racing form and comes up with ratings to predict how the horses will finish. There are three major categories of comparison: a speed rating, which reflects how fast the horses have run in previous races; a class rating, which reflects the level of competition the horse has faced; and the current form of the horse, which is calculated from subjective variables such as how the horse's workouts have been, if he is running at top pace, and the jockey and how much money he has won.

For the whole Saratoga season, Pezzula and his computer came in second out of seven handicappers covering the racetrack in $2 bets on top-choice horses.

Although Pezzula's plans for his handicapping system are vague right now, he would like to use it at Saratoga next season. But this time he would like to speed up the process a bit with the aid of a modem hook-up with the newspaper and the daily racing form.

PERSONAL COMPUTING COMMANDS ATTENTION

Bobby has always had a very short attention span and therefore had trouble learning. Bobby is moderately retarded. But now, with the aid of a TI-99/4 personal computer and the Special Learners Software package from The Upper Room Computer Consultants, Bobby has been spending every evening working on word-recognition skills. The first night that Bobby and his parents used the programs he worked on one lesson for three and a half hours.

Bobby's parents had never seen him do anything with such persistence, and so they are very pleased with his progress. He now brings some of his friends into the house to show them what he is doing with his computer. And he has begun to work out of children's story books, copying words and building his own vocabulary.

The Special Learners Package is designed for very slow-learning individuals, says Sam L. Jenkins, the developer of the software. It is for the person who needs to learn how to count or how to identify his name, address and telephone number. "The objective of the package is to help the retarded individual achieve whatever he can. In some cases that may be learning. In other cases it may be just the joy of doing something meaningful and having the feeling of accomplishing something," he says.

"From our frame of reference, sometimes a very meager improvement in a retarded person hardly seems worth the effort," Jenkins says, "but I've found that the satisfaction and joy that the person experiences when he uses the programs and accomplishes something with his mind is certainly worth the effort."

The package can be used by individuals or groups. "Some individuals can work by themselves, but I really don't see that as the best way to use it," Jenkins says. "I'm trying to avoid the idea of plugging a person into the computer. I think it would be beneficial for the parent in the home or the professional in the institution to work with the individual."

The social interaction that comes from using the programs in a group is a benefit in itself, Jenkins says. "For example, you can take four individuals in a center for the retarded, put them around the computer and you'll find that they begin to encourage one another and help one another, and they'll even applaud when someone gets a right answer."

Jenkins tested the software at Indian Head Enterprises, a facility for the retarded in Menomomie, Wisc. The subjects were six people classified as mentally retarded, but

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trainable. They ranged in age from 18 to 62. Initially, he just wanted to see if the people could even operate the keyboard. "We found that even the very low-function people could learn how to press the keys and, regardless of their ability to understand the program content, everybody had a ball with the program." Jenkins has initiated a small research project this fall to correlate IQ levels and functional levels with ability to respond to the program's content.

All of programs in the Special Learners Package use the speech capabilities of the TI-99/4 to teach different skills. In one program, an island appears on the screen with a ship on the horizon and a row of ducks above in the water. The program, a sort of game, teaches counting. The object is to move the ship to the island. If the learner counts the number of ducks correctly and presses the corresponding key, the ship moves closer and the program plays a musical flourish. If the answer is wrong,though, a shark gobbles up one of the ducks and the student has to try again. If he continues to answer the question incorrectly, the shark continues to gobble up ducks until the answer is correct and the flourish is heard.

The package has other games that involve dogs, rabbits, trains and smoke puffs to illustrate concepts. "The key to working with the retarded is that the lessons have to be basic and unadorned with any elaborate strategies," says Jenkins. "There has to be an obvious connection between what happens on the screen and the lesson being taught."

At this point Jenkins has sold only three packages, and he has made no attempt to market the programs. However, this past summer he received phone calls from people all over the United States who couldn't find any kind of software that would help with their children's particular problems. He then decided he would offer his package for sale to the general public. The programs are available on disk or tape for the TI-99/4, the Apple II Plus and the Atari 400/800 for $29.95 each. He also offers completely integrated computer hardware and software.

Jenkins taught undergraduate and graduate programs in procedures for evaluating the handicapped at the University of Wisconsin at Steltz for seven years. He is now in the computer business full time.

For more information on the Special Learners Package contact Sam L. Jenkins at The Upper Room Computer Consultants, 907 6th Ave. East, Menomonie, WI 54751; (715) 235-5775.

PERSONAL COMPUTERS: THE NEWEST COLLEGE REQUIREMENT

Before the school year began this past September incoming freshmen at the Stevens Institute of Technology in Hoboken, N.J. packed up their stereos, their typewriters, and last but certainly not least, their personal computers. The school's officials are now requiring all incoming freshmen who are entering the science curriculum—physics, chemistry, biology, mathematics and systems planning and management—to purchase an Atari 800 personal computer.

In the first two years of the student's curriculum, five courses have been designated in which the professor will make significant use of the computer as part of regular assignments. There are some math and physics courses, as well as computer programming courses. And the students will probably do most of their own programming.

"We expect them to become proficient programmers by the time they get out of here," says Dr. Peter Jurkat, a professor of management science. "This is the school's way of giving the students guaranteed access to a computer without spending millions of dollars.

"The traditional method has been to have a central computer and umpteen terminals sitting around the campus for the students to use," Jurkat says. "We found that the price you pay in order to give people the kind of access they really want is exorbitant. We just can't afford a large central processor for everybody on campus."

Is there a trend forming here? Are more and more colleges around the country going to require that students enter college with their own personal computers? "Certainly the use of these computers among students is going to become standard," Jurkat says. "I think students are becoming more interested in computers themselves. In fact, we found that five or six of the entering students already owned personal computers."

The Atari 800 was chosen by a committee made up of a group of professors who would be involved in the program, as well as other people who serve on a standing computer operations committee on the campus. The group looked at different computers in the $800 price range from November to May, used each of the computers for about a week and then decided which computer was best suited to students' needs.

The professors are not limiting themselves or their students to Atari 800s, however. "I don't know that it is going to be Atari 800s every year," Jurkat says. "In fact, one of the main advantages in having the students purchase them is that the school is not stuck with them. We can change the requirement every year as the technology improves. So next year we could ask students to buy a better machine that costs less money, and the year after that an even better one at less money, and so on."

Approximately 85 students purchased the computers because of the requirement, and about 30 or 40 students who were not required to buy the machines went ahead and bought them anyway, Jurkat says. The school also owns a DEC-10, a few PDP-11s, and some Apple and TRS-80 personal computers.

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